

Preparatory Class
(3 terms' work, age 5-6)

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1969-70

THE PNEU SCHOOL

For members of the PNEU only

**The Programmes are for use with pupils of the School only
and must not be lent.**

(Address: The Principal, The Parents' National Educational Union
School, Murray House, Vandon Street, London, S.W.1.)

Motto: 'I am, I can, I ought, I will.'

(He shall) 'pray for the children to prosper in good life
and good literature.'—(Dean Colet).

BOOK SUPPLIES

All books, stationery and handicraft materials may be ordered
by post from The Academy Bookshop, 7, Holland Street, Kensington,
London, W.8., using their duplicate order forms (one white
and one green) and enclosing remittance.

Metal badges (copyright) should be ordered with remittance
from PNEU Office (badges 3/6 each, including postage, or 37/6
per dozen).

Woven badges and colours are copyright. Apply for Price List
to Harrods, Ltd., Knightsbridge, London, S.W.1. Send remittance
including postage with order.

Supplies of books and materials cannot be guaranteed and prices
are subject to change without notice: therefore it is most important
that orders should be sent as early as possible.

PRINCIPLES

All the work in the PNEU School is based on the principles and
method of Charlotte Mason. These are set out in her book *Home
Education* (PNEU, 11/6).

METHOD**Time-table**

Children of five still need plenty of quiet growing-time and as much out-of-door life as possible. Daily lessons should be regular but informal and the time-table regarded only as a flexible guide to a well-assorted arrangement of activities, free play and quiet story times. Reading, Writing and Mathematics lessons should never last longer than 15 minutes and in the early stages 10 minutes will be enough. Story time should be no longer than 20 minutes.

The following time-table offers a suitable variety of organised occupations for each day: it should be noted that Reading, Writing and Mathematics are never taken consecutively.

Monday— Morning: Religious Knowledge, Reading (break), Painting, Mathematics.
Afternoon: Geography, Writing, Craft.

Tuesday— Morning: Religious Knowledge, Mathematics (break)
Tales, Craft.
Afternoon: Reading, Nature Study, Writing.

Wednesday—Morning: Reading, Poetry (break) Mathematics,
Nature Study.
Afternoon: Craft, History, Writing.

Thursday— Morning: Religious Knowledge, Mathematics (break)
Singing Games, Reading.
Afternoon: Writing, Tales, Outdoor Geography.

Friday— Morning: Religious Knowledge, Reading (break),
Craft, Mathematics.
Afternoon: Writing, Music, Games.

Record of Work Book

A daily Record of Work Book must be kept showing the length and content of each period, and available for inspection by any officer of the local education authority. The children's work should be dated.

Report

The Report Form sent with the programme should be filled in and returned to the Principal for comments and suggestions after ten weeks' work. It should show the ground covered and progress made in the term and should contain a specimen time-table for a normal day's work. If the pro-

(Page 2)

gramme is used for a whole year a second report will be required. The reports may be submitted at any time during the year, provided that each one represents ten weeks' (i.e. a term's) work.

A term's notice is requested if a pupil is not going into IB—the form for six-year-olds.

SYLLABUS**RELIGIOUS KNOWLEDGE**

The Little Children's Bible (the Bible text) (C.U.P., 4/6). Life of Jesus in Pictures (31 pictures by H. Copping) (Lutterworth, 6/-).

A Christmas Manger (press-out figures and shapes) by J. Harwood (Puffin, 3/6).

For reference: Revised Standard Version of the Holy Bible (Fontana, 9/6). The How and Why Wonder Book of the Old Testament (Transworld, 3/6).

READING

The Happy Venture Series (Oliver & Boyd). Introductory Book (2/9). Introductory Workbook (2/-). Playbook: Hide and Seek (2/9). Library Books 1-5 (4/- per set). Book 1 (3/6). Workbook 1 (2/-). Playbook: Story Time (3/6). Library Books 6-10 (5/- per set). Book 2 (3/9). Workbook 2 (2/-). Playbook: Saturday Play (3/9). Library Books 11-15 (6/- per set).

Use of the Scheme

The Happy Venture reading scheme combines whole word recognition with phonic work so that each approach reinforces and supplements the other.

Suggested Method

1. **Reading Readiness:** spend 3 to 4 weeks on activities designed to enrich the child's stock of words and ideas and stimulate an interest in learning to read: useful activities are:

(Page 3)

- (a) keeping the nature diary
- (b) listening to and repeating rhymes
- (c) listening to stories and talking about them
- (d) making sure of the colours used in the early Workbooks
- (e) making and talking about scrap books and news books
- (f) visual discrimination practice—pointing out differences or similarities in pictures.
- (g) practising left to right eye action by following a story in a series of pictures, e.g. in good comics, Tintin books, etc.

2. **Introductory Book:** phonic work should not begin yet: words are looked at and learned as wholes although many of them, dog, run, mud, cat, get, etc., are phonic and can be used in work with phonic groups later.

- (a) begin with Introductory Workbook, discussing and colouring the first picture and introducing the characters by name.
- (b) take 3 or 4 lessons to cover pages 3, 4, 5, 6, and 7 of the Workbook—read the directions aloud with the child.
- (c) begin the Introductory Book, using the Workbook now to consolidate learning (see note on Stages in Introductory Book).
- (d) repetition is necessary for acquiring reading skill: it occurs in the Reader, each word being repeated about 12 times, and the Workbook supplements this by a variety of activities which are forms of repetition.
- (e) A word list appears at the end of the Reader and the Playbook (Hide & Seek): these words can be printed with felt pens on pieces of card—one word a card—and revision work done with 'flash cards', i.e. a card is held up for a few moments and the child is asked what the word is: these cards can also be used for a form of 'Snap' when Book 1 is being read—cards are played as in the ordinary game but instead of calling 'Snap!' when a word is duplicated the word itself is called.

Stages in the Introductory Book

1. Pages 1-5: teach, revise and consolidate (12 new words)

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2. Pages 6-11: teach, revise, join and re-read with 1-5
3. Pages 12-19: teach, revise, join with 6-11
4. Pages 20-27: teach, revise, join with 12-19

3. **Book 1:** phonic work can begin but look-and-say will continue: useful activities in preparation for phonics are:

- (a) games to train sensitivity to sounds, e.g. 'I spy with my little eye something beginning with—use the initial sound of the word.'
- (b) building or completing rhymes, e.g.

This is Pat.
(He has a cat.
It is fat).

- (c) nursery rhymes—noting the rhyming words and asking the child to complete the rhyming couplet.

Phonic families of words

When about half of Book 1 has been covered the idea of phonic families can be introduced. These can be found at the end of Book 1 (pages 35-39). Introduce only one phonic group at a time to prevent confusion. Begin with the 'a' sound in cat: the child finds other words that sound like cat. If there is some difficulty 'at' can be printed on a card and other cards made with consonants so that the child tries these in turn to give an initial sound to 'at' and make a word. Rhyming games may be used when all the five sounds on Page 35 have been practised.

Working through the scheme

1. Book 1 may be taken in stages like the Introductory Book: the Workbook will be used for appropriate activities.
2. A child who still needs to consolidate what has been learned after finishing Book 1 should read Library Books 6-10 which contain no new words.
3. Playbook 1 (Story Time) follows Book 1—or the Library Books.
4. Book 2, with Workbook 2 and Playbook 2 (Saturday Play) follows the Book 1 stage. It is treated in the same way as the earlier books.

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General Approach to Teaching Reading

The following points should be noted:—

- (a) Children must be allowed to work at their own speed: they vary greatly in the rate at which they master reading skills and make progress best in a relaxed atmosphere: if Book 2 has not been begun by the end of the year in Prep. Class it can be read in Form 1B.
- (b) Many children do not progress in a steady fashion but in a series of sudden leaps, with periods—sometimes quite long—when it seems no progress is being made at all: in fact such periods are vital for any real assimilation and genuine learning.
- (c) Games and activities are useful but they are only aids. If a child is impatient with them their usefulness is over. It should be kept in mind that children learn to read best by reading, i.e. by dealing with continuous material. There is prestige value in a 'real' book, together with the realisation that progress is being made when a new book is begun.

POETRY (Choose from the following books)

- Blackwell's Junior Poetry Books, chosen by E. Owen, Books 1 and 2 (6/- each).
- Puffin Book of Nursery Rhymes, collected by Peter and Iona Opie (4/6).
- The Merry-Go-Round, by James Reeves (Puffin, 5/-).
- Fee Fi Fo Fum, by Raymond Briggs (Picture Puffin, 3/6).

WRITING

- Everyday Writing, by Ruth Fagg (U.L.P.), Book 1 (3/-). Teacher's Book (6/6).
- The Teacher's Book should be referred to for:—
 - (a) writing materials — page 12
 - (b) posture — page 15

- (c) dealing with left-handed children — pages 21 and 22
- (d) pattern making — page 23

- (e) teaching notes for Book 1 — pages 40 to 41

Other parts of the book which give advice on more advanced work will be of value when a child leaves Prep. Class and uses the later books of the series.

TALES (Choose from the following books)

- Look, Do and Listen, by Ruth Ainsworth (Heinemann, 21/-): this anthology includes stories, verse, finger play, games and craftwork.
- Ponder and William, by Barbara Softly (Young Puffin, 3/6).
- Ponder and William on Holiday (Young Puffin, 4/-).
- Dear Teddy Robinson, by Joan G. Robinson (Young Puffin, 3/6).
- Ten Minute Tales, by Rhoda Power (Zebra Paperback, 5/-).
- The Close Cats, by June Severn (Zebra Paperback, 5/-).
- Here Comes Thursday, by Michael Bond (Young Puffin, 3/6).
- A Bear Called Paddington (and series) by Michael Bond (Young Puffin, 3/6).

HISTORY (Two books will probably be needed for a year's work)

- 1. Days before History (The Pilgrim Way, Book 1) by E. G. Hume (Blackie, 9/-).
- 2. preceded by The How and Why Wonder Book of Dinosaurs (Transworld, 3/6).

or

- 2. followed by Children Through the Ages (The Pilgrim Way, Book 2) by E. G. Hume (Blackie, 11/6).

GEOGRAPHY

Looking at Other Children (Looking at Geography, Book 1) by J. & D. Gadsby (Black, 7/-).

This will be supplemented by outdoor work studying the natural features of the district and practical work using a sand-tray or something similar to model mountains, islands, valleys, rivers, etc.

NATURE STUDY

Looking at Nature, Book 1, by Elsie Proctor (Black, 7/-).
Seven Animals, Seven Trees, Seven Pond Creatures, Seven
Birds, by Edna Johnson (Blackwell, 10/6 a set of four).

Mainly for children in the Tropics:

More Animals from Everywhere, by Clifford Webb (Warne,
12/-).

or The How and Why Wonder Book of Wild Animals (Trans-
world, 3/6). Seven Wild Animals, Seven Insects, Seven
Reptiles, Seven Sea Creatures, by Edna Johnson (Black-
well, 10/6 a set of four).

Suggestions for nature work out-of-doors: see Let's Go
Out, by M. Gladding (PNEU, 2/-).

1. Find and name wild flowers; watch animals and birds.
2. Make flower, bird and insect lists (large sheets of paper
on the schoolroom walls).
3. Keep a nature diary, using a Nature Note Book (2/-) for
brush-work paintings (not pressed flowers) and notes
dictated by the children. The nature diary may be sent in
with either the first or second Report.

MATHEMATICS

The Way to Number, Books 1 to 5, by M. H. Austin (Holmes
McDougall, 4/- each).

Let's Explore Mathematics, Book 1, by L. G. Marsh (Black,
8/3).

In one year most children will be able to complete Books
1 to 4 of the Way to Number and pages 3 to 55 in Let's
Explore Mathematics, Book 1.

Suggested Method

1. Begin with Let's Explore Mathematics:—

(pages 3-19 are taken orally before any attempt is made to
write figures in a book or on a blackboard—a child can trace
the large figures with a finger so that the shapes of the
numbers become familiar).

- (a) pages 3, 4, and 5 involve questions and answers
- (b) page 6 involves drawing
(pages 8 and 9 may be omitted)
- (c) pages 10 to 19 need help from blocks—see the bottom
of the pages—and introduce the idea of an ascending
number ladder.

2. Begin the Way to Number, Book 1, when page 19 in
Let's Explore has been completed: very simple written
work begins now:—

- (a) the book used for written work should have unlined
pages so that drawings can be made in it as required.
- (b) drawings that are to be cut out when completed are
done on a separate piece of paper.

3. Once the child is using the Way to Number series one
lesson each week should be based on one page in Let's
Explore Mathematics, with suitable activities suggested by
the page concerned, e.g. page 23 could be a starting point
for other 'How many?' questions about the schoolroom or
the house.

Most of the pages give definite instructions about the
activity connected with the work.

4. A child who is ready to begin the Way to Number, Book 5,
or who wants to do the work beyond page 55 in Let's
Explore Mathematics should of course do so. Here, as in
reading, the rate of progress varies from child to child.

Mathematical apparatus

There should be as much variety in this as possible:—

- (a) A number ladder can be drawn or marked out on the
ground so that the child can jump or step forwards or
backwards while counting.
- (b) Counters may be seeds, dried peas, buttons, shells,
used matchsticks or any other countable objects.
- (c) Cuisenaire rods could be useful in places in Let's
Explore but should not be bought specially for the
purpose as any kind of block will do just as well.
Building blocks left over from the baby stage could be
made use of, if they are cubes of the same size and
if there are enough of them for the activities. Otherwise
wooden cube beads are obtainable from Philip & Tacey,
Fulham, London, S.W.6. (TN 1-24: box of 100 in four
colours, 8/8).

MUSIC (Choose suitable books from the following)

The Oxford Nursery Song Book, edited by Dr. P. Buck (Oxford, 8/-). The Puffin Song Book, edited by Leslie Woodgate (6/-).

Piano: Modern Course for the Piano, by John Thompson; Teaching Little Fingers to Play (Chappell, 5/-), The First Grade Book (7/6).

Ten Nursery Rhymes for Four Little Hands, by E. Belchamber (Chappell, 3/-), Ten More Nursery Rhymes for Four Little Hands (3/6).

ART & CRAFT

Freedom to experiment and improvise is more important at this stage than neatly executed, finished productions. Self-confidence and ingenuity are to be encouraged.

Art work should be large and bold using crayons, pastels, charcoal, or powder paint on big sheets of sugar paper; small brushes should not be used with the powder paint at this stage. If possible, allow the children to paint standing in front of a small easel or improvised support for a drawing board and encourage them to walk away and look at their work from a distance. Allow plenty of opportunity for purely imaginative work and for illustrations of stories heard in class. Painting books chosen for occasional occupations should have large pictures and little detail.

For reference: An Experiment in Education, by S. Marshall (C.U.P., 15/-). The Teaching of Art, by L. de C. Bucher (Blackie, 36/6).

Craft work should be simple—something that can be made quickly or learning a skill like sewing or knitting.

For general ideas: Things to Make; Toys and Games to Make (Ladybird Books, 2/6 each) Not all the suggestions are of equal value but some are very useful.

Something to Do, by Septima (Young Puffin, 5/-). This is an excellent book containing ideas for things to make, games to play, verses, simple recipes, information about pets and natural history. The seasonal activities are based on the British seasons and weather but even these sections could be of interest to the child living abroad.

PHYSICAL EDUCATION

This should be largely free play and out-of-doors whenever possible. Ideas for games can be found in Something to Do. Swimming, dancing, climbing, i.e. scrambling around and exploring the environment can all be of value.

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METHOD

Time-table

Children of five still need plenty of quiet growing-time and as much out-of-door life as possible. Daily lessons should be regular but informal and the time-table regarded only as a flexible guide to a well-assorted arrangement of activities, free play and quiet story times.

Reading, Writing and Mathematics lessons should never last longer than 15 minutes and in the early stages 10 minutes will be enough. Story time should be no longer than 20 minutes.

The following time-table offers a suitable variety of organised occupations for each day: it should be noted that Reading, Writing and Mathematics are never taken consecutively.

Monday—	Morning: Religious Knowledge, Reading (break), Painting, Mathematics. Afternoon: Geography, Writing, Craft.
Tuesday—	Morning: Religious Knowledge, Mathematics (break), Tales, Craft. Afternoon: Reading, Nature Study, Writing.
Wednesday—	Morning: Reading, Poetry (break), Mathematics, Nature Study. Afternoon: Craft, History, Writing.
Thursday—	Morning: Religious Knowledge, Mathematics (break), Singing Games, Reading. Afternoon: Writing, Tales, Outdoor Geography.
Friday—	Morning: Religious Knowledge, Reading (break), Craft, Mathematics. Afternoon: Writing, Music, Games.

Record of Work Book

A daily Record of Work Book must be kept showing the length and content of each period, and available for inspection by any officer of the local education authority. The children's work should be dated.

Report

The Report Form sent with the programme should be filled in and returned to the Principal for comments and suggestions after ten weeks' work. It should show the ground covered and progress made in the term and should contain a specimen time-table for a normal day's work. If the programme is used for a whole year a second report will be required. The reports may be submitted at any time during the year, provided that each one represents ten weeks' (i.e. a term's) work.

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SYLLABUS

RELIGIOUS KNOWLEDGE

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Modern translations of the Bible: The Revised Standard Version of the Bible (Fontana, 9/6). The Jerusalem Bible (Darton, Longman & Todd, 30/-). New English Bible (Oxford, or Cambridge Press, 35/-).

READING

The Happy Venture Series (Oliver & Boyd).

Introductory Book (3/-). Introductory Workbook (2/6). Playbook: Hide and Seek (3/-). Library Books 1-5 (5/- set). Book 1 (4/-). Workbook 1 (2/6). Playbook: Story Time (4/-). Library Books 6-10 (5/- set). Book 2 (4/-). Workbook 2 (2/6). Playbook: Saturday Play (4/-). Library Books 11-15 (6/- set).

Use of the Scheme

The Happy Venture reading scheme combines whole word recognition with phonic work so that each approach reinforces and supplements the other.

Suggested Method

1. **Reading Readiness:** spend 3 to 4 weeks on activities designed to enrich the child's stock of words and ideas and stimulate an interest in learning to read: useful activities are:
 - (a) keeping the nature diary
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 - (d) making sure of the colours used in the early Workbooks
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2. **Introductory Book:** phonic work should not begin yet: words are looked at and learned as wholes although many of them, dog, run, mud, cat, get, etc., are phonic and can be used in work with phonic groups later.
 - (a) begin with Introductory Workbook, discussing and colouring the first picture and introducing the characters by name.
 - (b) take 3 or 4 lessons to cover pages 3, 4, 5, 6, and 7 of the Workbook—read the directions aloud with the child.
 - (c) begin the Introductory Book, using the Workbook now to consolidate learning (see note on Stages in Introductory Book).

- (d) repetition is necessary for acquiring reading skill: it occurs in the Reader, each word being repeated about 12 times, and the Workbook supplements this by a variety of activities which are forms of repetition.
- (e) A word list appears at the end of the Reader and the Playbook (Hide & Seek): these words can be printed with felt pens on pieces of card—one word a card—and revision work done with 'flash cards', i.e. a card is held up for a few moments and the child is asked what the word is: these cards can also be used for a form of 'Snap' when Book 1 is being read—cards are played as in the ordinary game but instead of calling 'Snap!' when a word is duplicated the word itself is called.

Stages in the Introductory Book

1. Pages 1-5: teach, revise and consolidate (12 new words)
2. Pages 6-11: teach, revise, join and re-read with 1-5
3. Pages 12-19: teach, revise, join with 6-11
4. Pages 20-27: teach, revise, join with 12-19
3. Book 1: phonic work can begin but look-and-say will continue: useful activities in preparation for phonics are:
 - (a) games to train sensitivity to sounds, e.g. 'I spy with my little eye something beginning with'—use the initial sound of the word.
 - (b) building or completing rhymes, e.g.
This is Pat.
(He has a cat.
It is fat).
 - (c) nursery rhymes—noting the rhyming words and asking the child to complete the rhyming couplet.

Phonic families of words

When about half of Book 1 has been covered the idea of phonic families can be introduced. These can be found at the end of Book 1 (pages 35-39). Introduce only one phonic group at a time to prevent confusion. Begin with the 'a' sound in cat: the child finds other words that sound like cat. If there is some difficulty 'at' can be printed on a card and other cards made with consonants so that the child tries these in turn to give an initial sound to 'at' and make a word. Rhyming games may be used when all the five sounds on Page 35 have been practised.

Working through the scheme

1. Book 1 may be taken in stages like the Introductory Book: the Workbook will be used for appropriate activities.
2. A child who still needs to consolidate what has been learned after finishing Book 1 should read Library Books 6-10 which contain no new words.
3. Playbook 1 (Story Time) follows Book 1—or the Library Books.
4. Book 2, with Workbook 2 and Playbook 2 (Saturday Play) follows the Book 1 stage. It is treated in the same way as the earlier books.

General Approach to Teaching Reading

The following points should be noted:—

- (a) Children must be allowed to work at their own speed: they vary greatly in the rate at which they master reading skills and make progress best in a relaxed atmosphere: if Book 2 has not been begun by the end of the year in Prep. Class it can be read in Form 1B.
- (b) Many children do not progress in a steady fashion but in a series of sudden leaps, with periods—sometimes quite long—when it seems no progress is being made at all: in fact such periods are vital for any real assimilation and genuine learning.
- (c) Games and activities are useful but they are only aids. If a child is impatient with them their usefulness is over. It should be kept in mind that children learn to read best by reading, i.e. by dealing with continuous material. There is prestige value in a 'real' book, together with the realisation that progress is being made when a new book is begun.

POETRY (Choose from the following books)

Blackwell's Junior Poetry Books, chosen by E. Owen, Books 1 and 2 (6/- each).
The Young Puffin Book of Verse edited by Barbara Ireson (5/-). Puffin Book of Nursery Rhymes collected by Peter and Iona Opie (4/6).
The Merry-Go-Round by James Reeves (Puffin, 5/-).
Fee Fi Fo Fum by Raymond Briggs (Picture Puffin, 3/6).

WRITING

Everyday Writing by Ruth Fagg (U.L.P.) Book 1 (3/6), Teacher's Book (10/-).

The Everyday Writing scheme aims at teaching children a clear, simple handwriting where the letter shapes are made from patterns based on natural rhythmic movements with no unnecessary strokes or loops.

Writing materials

There should be a variety of these; 3B and 2B lead pencils, wax crayons, coloured pencils, chalks, pastels and felt pens may all be used.

At first paper should be plain so that patterns and letters may be made in the size suited to the child's developing skill. When the shapes of the letters have been mastered, single guide lines should be used. Care must be taken to see that the child understands the positions of stemmed and tailed letters (h, f, g, p, etc.) on the line.

Posture

The writing position should be well-balanced and relaxed. It can be said that good writing begins with the feet. Placing the feet straight—if possible flat on the floor— influences the whole posture.

- (1) The child should sit up well. A tendency to lean too far forward must be corrected at once; if it persists the child's sight should be tested.
- (2) The pencil or crayon must be held lightly. If there is a tendency to grip it and press hard with the index (first) finger there should be some practice using only the thumb and second finger. Then when the index finger is made use of again it is seen to be necessary only for balance.
- (3) The pencil must not rest in the 'valley' between the thumb and the index finger; it should be in a more upright position.
- (4) The forearms should be supported by the writing table; elbows are held slightly away from the body so that there is ease of movement.
- (5) Writing is a free movement of the whole hand and arm not just a movement with the tops of the fingers while the arm is kept rigid.
- (6) As the writing or pattern progresses down the paper it is the book or sheet of paper that moves up and not the child's position that alters.

Left-handed children

A child who is decidedly left-handed should not be expected to change over to using the right hand. The notes about materials and posture all apply but some extra points should be watched.

- (1) The arm is moving towards the body instead of away from it with a consequent tendency to cramp and tiredness. To combat this effect see that the page or sheet of paper is slightly to the left of centre on the table so that there is plenty of room for the arm to move towards the body.
- (2) The writing hand sometimes covers the work already done and causes smudging. To avoid this the pencil or crayon should be held 1-1½ inches from the point and not allowed to fall back into the 'valley' between the thumb and first finger.
- (3) There is a tendency to more tension in writing than with right-handed children. This leads to too strong a grip on the writing instrument; for dealing with this see Posture (2) and make use of plenty of pattern work.

Pattern making

See the stencilled leaflet (W) of suggestions for the use of the Preparatory Programme.

TALES (Choose from the following books)

Look, Do and Listen by Ruth Ainsworth (Heinemann, 21/-): this anthology includes stories, verse, finger play, games and craftwork.

Nursery Tales by Diana Ross (Faber, 5/-).

My First Big Story Book edited by Richard Bamberger (Young Puffin, 5/-).

Ponder and William by Barbara Softly (Young Puffin, 3/6).

Dear Teddy Robinson by Joan G. Robinson (Young Puffin, 3/6).

The Adventures of Sam Pig by Alison Uttley (Faber, 6/-).

Here Comes Thursday by Michael Bond (Young Puffin, 4/-).

A Bear Called Paddington by Michael Bond (Young Puffin, 3/6).

HISTORY (Two books will probably be needed for a year's work)

1. *Days before History* (The Pilgrim Way, Book 1) by E. G. Hume (Blackie, 9/9).
2. preceded by *The How and Why Wonder Book of Dinosaurs* (Transworld, 3/6).

or 2. followed by **Children through the Ages** (The Pilgrim Way, Book 2) by E. G. Hume (Blackie, 12/4).

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This will be supplemented by outdoor work studying the natural features of the district and practical work using a sand-tray or something similar to model mountains, islands, valleys, rivers, etc.

NATURE STUDY

Looking at Nature, Book 1 by Elsie Proctor (Black, 8/6). **Seven Animals, Seven Trees, Seven Pond Creatures, Seven Birds** by Edna Johnson (Blackwell, 10/6 a set of four).

or (Mainly for children in the Tropics) **More Animals from Everywhere** by Clifford Webb (Warne, 18/-).

The How and Why Wonder Book of Wild Animals (Trans-world, 3/6).

Seven Wild Animals, Seven Insects, Seven Reptiles, Seven Sea Creatures by Edna Johnson (Blackwell, 10/6 a set of four).

Suggestions for nature work out-of-doors: see **Let's Go Out** by M. Gladding (PNEU, 2/-).

1. Find and name wild flowers; watch animals and birds.
2. Make flower, bird and insect lists (large sheets of paper on the schoolroom walls).
3. Keep a nature diary, using a **Nature Note Book** (2/-) for brush-work paintings (not pressed flowers) and notes dictated by the children. The nature diary may be sent in with either the first or second Report.

MATHEMATICS

The Way to Number, Books 1 to 5 by M. H. Austin (Holmes McDougall, 5/6 each).

Let's Explore Mathematics, Book 1 by L. G. Marsh (Black, 9/-).

In one year most children will be able to complete Books 1 to 4 of the Way to Number and pages 3 to 35 in Let's Explore Mathematics, Book 1.

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Suggested Method

1. Begin with **Let's Explore Mathematics**:—
(pages 3-19 are taken orally before any attempt is made to write figures in a book or on a blackboard—a child can trace the large figures with a finger so that the shapes of the numbers become familiar).
 - (a) pages 3, 4, and 5 involve questions and answers
 - (b) page 6 involves drawing
(pages 8 and 9 may be omitted)
 - (c) pages 10 to 19 need help from blocks—see the bottom of the pages—and introduce the idea of an ascending number ladder.
2. Begin the **Way to Number, Book 1**, when page 19 in **Let's Explore** has been completed: very simple written work begins now:—
 - (a) the book used for written work should have unlined pages so that drawings can be made in it as required.
 - (b) drawings that are to be cut out when completed are done on a separate piece of paper.
3. Once the child is using the **Way to Number** series one **lesson** each week should be based on **one page** in **Let's Explore Mathematics**, with suitable activities suggested by the page concerned, e.g. page 23 could be a starting point for other 'How many?' questions about the schoolroom or the house.
Most of the pages give definite instructions about the activity connected with the work.
4. A child who is ready to begin the **Way to Number, Book 5**, or who wants to do the work beyond page 35 in **Let's Explore Mathematics** should of course do so. Here, as in reading, the rate of progress varies from child to child.

Mathematical apparatus

There should be as much variety in this as possible:—

- (a) A number ladder can be drawn or marked out on the ground so that the child can jump or step forwards or backwards while counting.
- (b) Counters may be seeds, dried peas, buttons, shells, used matchsticks or any other countable objects.

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(c) Cuisenaire rods could be useful in places in Let's Explore but should not be bought specially for the purpose as any kind of block will do just as well. Building blocks left over from the baby stage could be made use of, if they are cubes of the same size and if there are enough of them for the activities.

If some commercially produced apparatus is required see pages 3 and 4 of the stencilled leaflet (W) of suggestions for the use of the Programme.

MUSIC (Choose suitable books from the following)

Singing

The Oxford Nursery Song Book edited by Dr. P. Buck (Oxford, 8/-). The Puffin Song Book edited by Leslie Woodgate (6/-).

Piano

Modern Course for the Piano by John Thompson: Teaching Little Fingers to Play (Chappell, 5/-); The First Grade Book (7/6).

Ten Nursery Rhymes for Four Little Hands by E. Belchamber (Chappell, 3/-); Ten More Nursery Rhymes for Four Little Hands (3/6).

ART & CRAFT

Something to Do by Septima (Young Puffin, 5/-). This is an excellent book containing ideas for things to make, games to play, verses, simple recipes, information about pets and natural history. The seasonal activities are based on the British seasons and weather but even these sections could be of interest to the child living abroad.

Freedom to experiment and improvise is more important at this stage than neatly executed, finished productions. Self-confidence and ingenuity are to be encouraged.

Art work should be large and bold, using crayons, pastels, charcoal, chalks or powder paint on big sheets of sugar paper; large brushes should be used with the powder paint. If possible, allow the children to paint standing in front of a small easel or improvised support for a drawing board and encourage them to walk away and look at their work from a distance. Allow plenty of opportunity for purely imaginative work and for illustrations of stories heard in class. Painting books chosen for occasional occupations should have large pictures and little detail.

For reference: An Experiment in Education by S. Marshall (C.U.P., 15/-). The Teaching of Art by L. de C. Bucher (Blackie, 40/-).

PHYSICAL EDUCATION

This should be largely free play and out-of-doors whenever possible. Ideas for games are to be found in Something to Do—see Art & Craft section. Swimming, dancing, climbing (i.e. scrambling round and exploring the environment) can all be of value.

Preparatory Class
(3 terms' work, age 5-6)

L21
1971/72

THE PNEU SCHOOL

For members of the PNEU only

The Programmes are for use with pupils of the School only and
must not be lent.

Address: The Principal, The Parents' National Educational Union
School, Murray House, Vandon Street, London, S.W.1., HO AJ.

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life
and good literature"— Dean Colet

BOOK SUPPLIES

All books, stationery and materials for art and craft may be ordered by post from **The Academy Bookshop, 7 Holland Street, Kensington, London, W.8.** A fifth of the cost of the books should be added for packing and postage and to cover the continual rise in prices.

Minimum postal charge is now 25p; it will be necessary to charge this on all orders less than £1.25.

Metal badges (copyright) should be ordered from the PNEU Office (18p each, including postage, or £1.88 per dozen).

Woven badges and colours are copyright. Apply for price list to Harrods, Ltd., Knightsbridge, London, S.W.1.

PRINCIPLES

All the work in the PNEU School is based on the principles and method of Charlotte Mason. A good introduction to these is **The Story of Charlotte Mason** by E. Cholmondeley (PNEU, 45p).

METHOD

Time-table

Children of five still need plenty of quiet growing-time and as much out-of-door life as possible. Daily lessons should be regular but informal and the time-table regarded only as a flexible guide to a well-assorted arrangement of activities, free play and quiet story times.

Reading, Writing and Mathematics lessons should never last longer than 15 minutes and, in the early stages, 10

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minutes will be enough. Story time should be no longer than 20 minutes and may be much shorter. The following plan of work offers a suitable variety of organised occupations for each day: it should be noted that Reading, Writing and Mathematics are never taken consecutively.

Monday—	morning: Religious Knowledge. Reading. (break) Painting. Mathematics. afternoon: Geography. Writing. Craft.
Tuesday—	morning: Religious Knowledge. Mathematics. (break) Tales. Craft. afternoon: Reading. Nature Study. Writing.
Wednesday—	morning: Reading. Poetry. (break) Mathematics. Nature Study. afternoon: Craft. History. Writing.
Thursday—	morning: Religious Knowledge. Mathematics. (break) Singing Games. Reading. afternoon: Writing. Tales. Outdoor Geography.
Friday—	morning: Religious Knowledge. Reading. (break) Craft. Mathematics. afternoon: Writing. Music. Games.

Record of Work Book

A daily Record of Work Book must be kept, showing the length and content of each period. It should be available for inspection by any officer of the local education authority. The children's work should be dated.

Report

The Report Form (N) sent with the programme should be filled in and returned to the Principal for comments and suggestions after the first ten weeks of work. It should show the ground covered and progress made during the term and should contain a specimen time-table for a normal day's work. Before the end of the Preparatory year a second report will be required. The reports may be submitted at any time during the year, provided that each one represents ten weeks' (i.e. a term's) work.

A term's notice is required if a pupil is not going into IB—the form for 6-year-olds.

SYLLABUS

RELIGIOUS KNOWLEDGE

The Bible: any edition. *Life of Jesus in Pictures* (31 pictures by H. Copping) (Lutterworth, 30p). Picture Stories of the Old Testament series by H. Copping & H. Collier: Books 9 to 14 (Lutterworth, 23p each).

Select suitable Bible stories. In the Old Testament choose those the Child Jesus would have heard from His Mother. Recommended for reference: *The How and Why Wonder Book of the Old Testament* (Transworld, 20p). In the New Testament use for illustration *Life of Jesus in Pictures* or some similar book where Christ is portrayed with dignity and strength.

Method

1. Before telling the story look at the appropriate picture or pictures to give the background of the land and people of Palestine with their homes, occupations, animals and simple nomadic life.
2. Tell the story in language the child will understand; then, if you wish, read the account from the Bible.
3. After the reading or telling encourage the child to talk about it and, if the subject is suitable, to draw a picture of the incident and explain his drawing afterwards. Sometimes there can be a link with Craft and a simple model will be a better illustration than a picture.

Modern translations of the Bible: *The Revised Standard Version of the Bible* (Fontana, 53p). *The Jerusalem Bible* (Darton, Longman & Todd, £1.50). *New English Bible* (Oxford & Cambridge Press, £2.20).

Reading

The Happy Venture Reading Scheme (Oliver & Boyd). *Introductory Book* (19p). *Introductory Workbook* (15p). *Playbook: Hide and Seek* (19p). *Library Books 1-5* (29p set). *Book 1* (25p). *Workbook 1* (15p). *Playbook: Story Time* (25p). *Library Books 6-10* (30p set). *Book 2* (27p). *Workbook 2* (15p). *Playbook: Saturday Play* (27p). *Library Books 11-15* (36p set).

Use of the Scheme

The Happy Venture reading scheme combines whole word recognition with phonic work so that each approach reinforces and supplements the other.

Suggested Method

1. **Reading Readiness:** spend 3 to 4 weeks on activities designed to enrich the child's stock of words and ideas and stimulate an interest in learning to read: useful activities are:
 - (a) keeping the nature diary
 - (b) listening to and repeating rhymes
 - (c) listening to stories and talking about them
 - (d) making sure of the colours to be used in the early Workbooks
 - (e) making and talking about scrap books and news books
 - (f) visual discrimination practice — leading the child to point out differences or similarities in pictures.
 - (g) practising left to right eye action by following a story in a series of pictures, e.g. in good comics, Tintin books, etc.
2. **Introductory Book:** phonic work should not begin yet: words are looked at and learned as wholes although many of them, dog, run, mud, cat, get, etc., are phonic and can be used in work with phonic groups later.
 - (a) begin with Introductory Workbook, discussing and colouring the first picture and introducing the characters by name.
 - (b) take 3 or 4 lessons to cover pages, 3, 4, 5, 6, and 7 of the Workbook—read the directions aloud with the child.
 - (c) begin the Introductory Book, using the Workbook now to consolidate learning (see note on Stages in Introductory Book).
 - (d) repetition is necessary for acquiring reading skill: it occurs in the Reader, each word being repeated about 12 times, and the Workbook supplements this by a variety of activities which are forms of repetition.
 - (e) A word list appears at the end of the Reader and the Playbook (Hide & Seek): these words can be printed with felt pens on pieces of card—one word a card—and revision work done with 'flash cards,' i.e. a card is held up for a few moments and the child is asked what the word is: these cards can also be used for a form of 'Snap' when Book 1 is being read—cards are played as in the ordinary game but instead of calling 'Snap!' when a word is duplicated the word itself is called.

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Stages in the Introductory Book

1. Pages 1-5: teach, revise and consolidate (12 new words)
2. Pages 6-11: teach, revise, join and re-read with 1-5
3. Pages 12-19: teach, revise, join with 6-11
4. Pages 20-27: teach, revise, join with 12-19

3. **Book I:** phonic work can begin but look-and-say will continue: useful activities in preparation for phonics are:
 - (a) games to train sensitivity to sounds, e.g. 'I spy with my little eye something beginning with'—use the initial sound of the word.
 - (b) building or completing rhymes, e.g.
This is Pat.
(He has a cat.
It is fat).
 - (c) nursery rhymes—noting the rhyming words and asking the child to complete the rhyming couplet.

Phonic families of words

When about half of Book I has been covered the idea of phonic families can be introduced. These can be found at the end of Book 1 (pages 35-39). Introduce only one phonic group at a time to prevent confusion. Begin with the 'a' sound in cat: the child finds other words that sound like cat. If there is some difficulty 'at' can be printed on a card and other cards made with consonants so that the child tries these in turn to give an initial sound to 'at' and make a word. Rhyming games may be used when all the five sounds on Page 35 have been practised.

Working through the scheme

1. Book 1 may be taken in stages like the Introductory Book: the Workbook will be used for appropriate activities.
2. A child who still needs to consolidate what has been learned after finishing Book 1 should read Library Books 6-10 which contain no new words.
3. Playbook 1 (Story Time) follows Book 1 — or the Library Books.
4. Book 2, with Workbook 2 and Playbook 2 (Saturday Play) follows the Book 1 stage. It is treated in the same way as the earlier books.

General Approach to Teaching Reading

The following points should be noted:—

- (a) Children must be allowed to work at their own speed:

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they vary greatly in the rate at which they master reading skills and make progress best in a relaxed atmosphere: if Book 2 has not been begun by the end of the year in Prep. Class it can be read in Form 1B.

- (b) Many children do not progress in a steady fashion but in a series of sudden leaps, with periods—sometimes quite long—when it seems no progress is being made at all: in fact such periods are vital for any real assimilation and genuine learning.
- (c) Games and activities are useful but they are only aids. If a child is impatient with them their usefulness is over. It should be kept in mind that children learn to read best by reading, i.e. by dealing with continuous material. There is prestige value in a 'real' book, together with the realisation that progress is being made when a new book is begun.

POETRY (Choose from the following books)

Blackwell's Junior Poetry, Book 1 edited by E. Owen (35p).
 The Puffin Book of Nursery Rhymes collected by Peter and Iona Opie (25p).
 The Young Puffin Book of Verse edited by Barbara Ireson (25p).
 Fee Fi Fo Fum by Raymond Briggs (Picture Puffin, 17½p).
 The Merry-Go-Round by James Reeves (Puffin, 25p).
 Nursery rhymes are found in this list because a wide vocabulary is essential before a child is ready to read and the traditional rhymes are very rich in word content.
 Book 1 of Blackwell's Junior Poetry is specially recommended for introducing a child to the world of poetry. The verses included are varied in character; some might be considered difficult for a child of this age but it is inadvisable to choose easy verse all the time. Many children are able to enjoy the sound of a poem while not fully understanding the meaning. Here, as in Tales and Music, it is better to aim high than to give the child material that is too babyish.

WRITING

Everyday Writing by Ruth Fagg (U.L.P.) Book 1 (21p)
 Teacher's Book (50p).
 The Everyday Writing scheme aims at teaching children a clear, simple handwriting where the letter shapes are made from patterns based on natural rhythmic movements with no unnecessary strokes or loops.

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Writing materials

There should be a variety of these; 3B and 2B lead pencils, wax crayons, coloured pencils, chalks, pastels and felt pens may all be used.

At first paper should be plain so that patterns and letters may be made in the size suited to the child's developing skill. When the shapes of the letters have been mastered, single guide lines should be used. Care must be taken to see that the child understands the positions of stemmed and tailed letters (h, f, g, p, etc.) on the line.

Posture

The writing position should be well-balanced and relaxed. It can be said that good writing begins with the feet. Placing the feet straight—if possible flat on the floor, influences the whole posture.

- (1) The child should sit up well. A tendency to lean too far forward must be corrected at once; if it persists the child's sight should be tested.
- (2) The pencil or crayon must be held lightly. If there is a tendency to grip it and press hard with the index (first) finger there should be some practice using only the thumb and second finger. Then when the index finger is made use of again it is seen to be necessary only for balance.
- (3) The pencil must not rest in the 'valley' between the thumb and the index finger; it should be in a more upright position.
- (4) The forearms should be supported by the writing table; elbows are held slightly away from the body so that there is ease of movement.
- (5) Writing is a free movement of the whole hand and arm not just a movement with the tops of the fingers while the arm is kept rigid.
- (6) As the writing or pattern progresses down the paper it is the book or sheet of paper that moves up and not the child's position that alters.

Left-handed children

A child who is decidedly left-handed should not be expected to change over to using the right hand. The notes about materials and posture all apply but some extra points should be watched.

- (1) The arm is moving towards the body instead of away from it with a consequent tendency to cramp and tiredness. To combat this effect see that the page or sheet of paper is

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slightly to the left of centre on the table so that there is plenty of room for the arm to move towards the body.

(2) The writing hand sometimes covers the work already done and causes smudging. To avoid this the pencil or crayon should be held 1-1½ inches from the point and not allowed to fall back into the 'valley' between the thumb and first finger.

(3) There is a tendency to more tension in writing than with right-handed children. This leads to too strong a grip on the writing instrument; for dealing with this see Posture (2) and make use of plenty of pattern work.

Pattern-making

This should precede formal work in printing the letters. A young child scribbles long before he attempts to make letters and pattern-making uses this tendency and guides it so that letters like u, m, w, e, c, i and l emerge from the scribble as a continuous line of one repeated letter.

Patterns should be large to begin with—1½ to 2 inches—and made with chalk, large crayons or felt pens on large sheets of paper. The point of the pattern work is to make use of a child's sense of rhythm so that when he progresses to linked script it will be easier for this to be rhythmic and even. While making a pattern a child might say aloud a suitable rhyme or repeated phrase to help him keep to the rhythm.

When he begins to form letters and words these should be copied from the book; no effort should be made to link up letters. It will be enough of an effort for the child to form letters well.

Pattern-making will continue—but as a parallel activity. The child may consider forming letters a 'lesson' and pattern-making just a game so long as there is a consistent effort to improve the patterns all the time—making them more fluent and even and varying the size. It must be stressed that perfection of letter formation and absolute regularity in patterns is not expected. The aim is that the child learns to form his letters in the correct way, i.e. does not start in the wrong place or work backwards and that he enjoys the rhythm of pattern-making.

TALES (Choose from the following books)

Look, Do and Listen by Ruth Ainsworth (Heinemann, £1.25): this anthology includes stories, verse, finger play, games and craftwork.

Nursery Tales by Diana Ross (Faber, 25p).

My First Big Story Book edited by Richard Bamberger (Young Puffin, 25p).

Bel the Giant by Helen Clare (Young Puffin, 20p).

Ponder and William by Barbara Softly (Young Puffin, 20p).

More about Teddy Robinson by Joan G. Robinson (Young Puffin, 20p).

The Adventures of Sam Pig by Alison Uttley (Faber, 30p). Stories are chosen because they are considered to be of real literary merit and will read aloud well. Favourite stories may be repeated and the child may 'tell back' a story—or part of a story in the case of the long, continuous ones—if he wishes to do so. If he paints an illustration to the story encourage him to tell about this.

The PNEU Library service is available for members, at home or overseas, who wish to use it. An initial deposit of at least £1 must be sent for postage.

The catalogue, of over 3,500 books, has a key which gives some indication of the age for which each book is suitable, but the Librarian is willing to choose the books if the age and tastes of the child are given.

Overseas members may keep the books a month from the date of arrival. Books are sent out regularly each month. Home members may keep the books a month but may change them as often as they like within the month. Another consignment is sent by return.

Two books (for each child) may be borrowed at a time. Further particulars may be obtained from the Librarian at PNEU headquarters in London.

HISTORY (Two books will probably be needed for a year's work)

Days before History (The Pilgrim Way, Book 1) by E. G. Hume (Blackie, 59p).

preceded by The How and Why Wonder Book of Dinosaurs (Trans-world, 20p)

OR

followed by Children through the Ages (The Pilgrim Way, Book 2) by E. G. Hume (Blackie, 75p).

The book on dinosaurs is recommended for boys. Girls tend to prefer the second book of the Pilgrim Way but there is no reason why a little girl who finds dinosaurs fascinating should not hear more about them.

When the book on dinosaurs is used parents or teachers

might help with model making by twisting wire into the required shape; the bodies can then be built up by the child using newspapers and cold water paste or some modelling material which will take paint afterwards. The 'something to do' sections of *Days before History* on pages 23, 33 and 53 contain many suggestions for activities, drawings and models. The final one on page 62 rounds off the book by describing how a model of a Lake Village might be made.

In *Children through the Ages* the suggestions for activities are to be found at the end; 'something to do and think about'—pages 164-168. These are only meant as suggestions and the more inventive child who has other ideas should be encouraged to follow them up.

GEOGRAPHY

Looking at Other Children (*Looking at Geography*, Book 1) by J. & D. Gadsby (Black, 49p).

This book is well illustrated and each reading of a story should be preceded by a discussion of the pictures to be found in it. Let the child ask questions and try to link the pictures up with something in his own experience. As in History, painting and model making, or dressing up and pretending to be one of the people he has heard about, can help a child to understand and enjoy the lessons.

Reading from the book should be supplemented by plenty of outdoor observation, studying the district where the child lives. The lie of the land, how the people live and work and the connection between these can be explained to the child as far as he is able to understand.

It must be remembered that a child of this age is so small that physical features of the landscape seem enormous and he is so inexperienced that the outside world needs to be interpreted for him before he can 'see' it. Left to himself it will merely bewilder him and he will concentrate his attention on the small things around him. Modelling physical features — mountains, islands, valleys, rivers, etc., — in a sand-tray or in the soil of the garden is useful because while playing with this small-scale landscape he is learning to 'see' these features when he meets them in the outside world.

NATURE STUDY

(for pupils in U.K.)

Looking at Nature, Book 1 by Elsie Proctor (Black, 49p). Seven Animals, Seven Trees, Seven Pond Creatures, Seven

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Birds by Edna Johnson (Blackwell, 53p a set of four).

OR

(for overseas pupils)

More Animals from Everywhere by Clifford Webb (Warne, 90p). *The How and Why Wonder Book of Wild Animals* (Transworld, 20p). *Seven Wild Animals*, *Seven Insects*, *Seven Reptiles*, *Seven Sea Creatures* by Edna Johnson (Blackwell, 53p a set of four). For suggestions for nature work out-of-doors see *Let's Go Out* by M. Gladding (PNEU, 10p).

1. Find and name wild flowers; watch animals and birds.
2. Make flower, bird and insect lists—use large sheets of paper on the schoolroom walls.
3. Keep a nature diary, using a *Nature Note Book* (11p) for brushwork paintings (not pressed flowers) and notes dictated by the child. The nature diary may be sent in with either the first or second report.

Nature Study need not be limited to flowers, animals, birds and insects. It includes rivers and ponds with their fish: the sea if it is accessible: grasses, mosses and ferns: rocks of all kinds: the rainbow and clouds: the moon and stars; anything and everything that goes to make up the world of nature.

Where living and growing things are concerned they should, whenever possible, be looked at in their natural surroundings and left there. Parents are in a position to encourage their children to admire without acquisitiveness, to respect living things and to revere their Creator. Picking a few wild flowers to take home need not be discouraged—it is almost an instinctive action for a child—but breaking and pulling up growing things just for the sake of destruction should be very firmly discouraged.

A flower or fern that has been brought home can be used as a model for a painting in the nature diary. A child cannot begin too early using water colours and brushes for this work. Crayons and felt pens are less trouble to provide and they are excellent for other purposes (e.g. pattern work to help with writing) but they are not able to achieve the results possible with brush painting after some practice. Early efforts are bound to be very crude but the child is learning all the time.

Outlines of leaves, petals, etc., should never be drawn in pencil. All drawing is done with the brush and as soon as he can be taught to manage it a child should have a good quality brush which can be used for fine lines. Larger and

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coarser brushes can be kept for work in Art and Craft so that when he wants to cover large areas with colour he has a suitable instrument.

The child living abroad in an area where suitable reference books in this subject are difficult to find could be taught the local names for plants, birds and animals and try to describe what he has observed very carefully when he is dictating his notes.

MATHEMATICS

Let's Explore Mathematics, Book 1 by L. G. Marsh (Black, 56p).

The Way to Number, Books 1 to 4 by M. H. Austin (Holmes McDougall, 33p each).

Suggested Scheme of Work

Term 1 (10 weeks)

Vocabulary

The child is introduced to a wide range of mathematical words. This does not mean words like addition, subtraction, plus, minus, etc., but words like:

big, bigger, biggest, large, long, wide, fat, deep
 small, smaller, smallest, little, short, narrow, thin, shallow
 a lot, more, more than, most
 a few, less, less than, least
 first, next, middle, next-to-last, last
 as many, the same, equal, level, enough, not enough
 heavy, light, the same weight,
 long time, short time, the same time
 above, below, between, among, up, down, high, low
 top, bottom, side, end, edge, corner, etc., etc.

Words like these, which express mathematical ideas, should be made use of deliberately in conversation as well as during activity work in Maths. time. Use pages 3 to 6 in Let's Explore Maths. 1 and make up many other activities using the home and the neighbourhood for examples and also making use of apparatus in activity lessons in the schoolroom.

Number symbols

Before written numbers are used it is necessary to get across the idea of twoness, threeness, etc. The idea of the number must come before the written symbol 2, 3 and so on.

Use pages 10 to 19 in Let's Explore Maths. 1, letting the child trace the shape of the big figure with the tip of a finger while saying what the figure contains.

Example: page 10 —

While moving a finger down the figure one say—

one ball
 one frog
 one tree
 one engine ONE

Then step up one (with a finger) on the number ladder.

Then put one block (or button, seed or shell) on the table
 ONE

N.B. If a child says instead:

one ball
 one frog
 one tree
 one engine FOUR things — or just FOUR

let him continue like this for the rest of the number pages, i.e. to page 19 because it means he has already grasped the idea of number symbols and wants to get on to the counting stage.

Whichever stage has been reached there should be practice in writing the number symbols 1 to 10—not sums, just numbers. These can be written fairly large—about an inch high and various writing instruments should be used: crayon, coloured pencil, felt pen, soft lead pencil, charcoal, etc. Figures should be as neat and well-formed as the child's control of the writing instrument allows. It is advisable to explain that there can be two forms of four — it can be 4 or 4.

Matching and making groups

Do lots of activities involving making groups all having the same number of objects, e.g. use egg containers (cardboard or plastic) or five or six small jars and put the same number of counters in each by one-to-one correspondence, the method used when dealing out playing cards or laying a table—one for each place in turn.

Sometimes use one type of counting apparatus and sometimes use varying types and, if possible, varying colours and sizes, e.g. coloured beads and buttons used with seeds and shells.

If six counters have been put in each container empty the groups out, one at a time, and arrange it so that the groups vary in shape and layout though not in number. Once a child says firmly that there are SIX no matter how the shapes

and colours vary and no matter how the group is moved around and changed the idea of abstract number is gained. As long as he is hesitant when colour or size or arrangement of the group alters he needs more practice but vary the activities as much as possible to avoid the danger of boredom.

For practice in this section use pages 3 to 16 in Way to Number 1.

By the end of the first term a fairly wide mathematical vocabulary should have been acquired and number symbols have become meaningful rather than mysterious. He should know that the size, shape, type or arrangement does not affect the number of things in a group—this can be altered only when something is added or taken away.

Term 2 (10 weeks)

Vocabulary work—revision and extension

Use pages 22, 23 and 29 in Let's Explore Maths. 1 and make up other examples.

Playing with groups

See pages 24 to 26 in Let's Explore Maths. 1. Use blocks and counters of all kinds; sometimes mix the apparatus and sometimes use one type. This work should be recorded in the book for written work. Head the page 'groups of 4', 'groups of 9' and the child draws his groups to record them.

Page 27 develops this group making to the forming of geometrical shapes (without using the word, of course). For this work apparatus of regular shape is needed. Blocks could be used for building up, used matches of even length for laying on the table or board to make shapes. Circular shapes could be grouped together or diamond shapes used for patterns.

For further practice with groups use Way to Number 2, pages 8 to 18.

Counting beyond 10

Look at the number ladder on pages 30/31 of Let's Explore Maths. 1. Begin by using this so that the child points to the rung needed or moves up a counter. If there is room out-of-doors make a number track on the ground so that the child can step or jump on while counting. When some of this work is being recorded in the book explain that + is a short way of writing 'count on' and begin to use it.

The symbol 0

Use page 17 of Way to Number 1 to explain 0 as a sign for no thing — nothing — emptiness. Show the child plenty of other examples; a box with no chocolates — 0 chocolates; a pocket with nothing in it — 0 things; an empty house — 0 people. To practise this use pages 18-27 in Way to Number 1.

Addition of groups

Use pages 34 and 35 in Let's Explore Maths. 1 and make up further examples of addition of groups. The answers to the questions should be recorded in the child's book for written work and the sign + used.

The parts of 10

The 'story' of 8 on page 36 of Let's Explore Maths. 1 leads to the parts of 10 on page 37. Play with the 'story' of 8 and then the 'stories' of 5, 6 and 7 as suggested. The parts of 10 on page 37 are important because our number system is based on 10. Use many activities to illustrate the parts of 10 until the arrangements of the numbers forming it are thoroughly known.

Revision

The Way to Number 1, page 28 to the end.

The Way to Number 2, pages 20 to 27.

By the end of the second term the child should be counting fluently, adding small groups of numbers together and using the + sign with understanding. There should be no mention of place value yet; 10 is 10 with no complication of carrying to the tens' column. Numbers used in written sums must be small.

Term 3 (10 weeks)

More vocabulary

Use pages 32 and 40 in Let's Explore Maths. 1 and make up lots of other examples.

Counting

More practice with the number ladder on pages 30/31 or with a number track. Large numbers can be managed orally this way.

Problems

Explain how different books show they want you to tell them something: Let's Explore and Way to Number both use a box in places and the latter often uses a large dot; it might also be * or a ?. It can be anything except a number because it means a number has to be found out. There should be written practice using various symbols to show a missing number is to be found.

Methods of recording work

In the book for written work use the vertical as well as the horizontal way of setting out, explaining that $2 + 2 = 4$ can just as well be

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} \\ - \\ \hline \end{array}$$

When the plus sign is used in vertical recording it is advisable to write it on the left because the Alpha and Beta Mathematics books used higher up the School put it in this position.

There might be some practice in changing sums recorded in one way to the same sum but recorded differently.

Multiplication

Turn to the counting on by 'giant strides' on page 41 of Let's Explore Maths. 1. Work through examples A and B on this page and then make the pattern of numbers as suggested. Introduce the sign \times by explaining that it is quicker to write at the 6th step $6 \times 2 = 12$ just as it is quicker to say six times two is twelve than to say two and two and two and two, etc., etc. In this way write out the 2 times table but do not push the child to try to learn it by heart—some children will be eager but others would find it a worry. The child still has his apparatus to use to find the answer to a sum like $4 \times 2 = ?$ He can discover the answer by making four groups of two and adding them. Or if he is fairly sure but not positive that $4 \times 2 = 8$ he has his apparatus to check the answer.

Take plenty of time over this stage. Introduce some multiplication by 3 and 4 but keep all numbers very small. Do practice from Way to Number 4, pages 14, 15, 21, 22, 23, 26 and 31; where there are addition sums on the same page point out the difference between the sign $+$ and the sign \times .

More work with groups

See pages 42 and 43 of Let's Explore Maths. 1 for work with groups of 7. Make groups of 5, 6 and so on using the same kind of drawings.

Subtraction

Use the number ladder on pages 46/47 of Let's Explore Maths. 1 first for addition revision—counting on—and then for beginning subtraction—counting back. Introduce the sign as being a quicker way of writing 'counting back'. $6 - 2 = 4$ is the same as 6 count back 2 comes to 4 and takes less time to write down. Mention too that people who do not understand English understand $6 - 2 = 4$. That these are grown-up signs used all over the world is an idea that interests many children.

No subtraction that involves a sum like

$$\begin{array}{r} 21 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} \\ - \\ \hline \end{array}$$

is introduced yet; this is done in Form 1B.

Practice work can be from Way to Number 2, page 28 to the end; this will revise addition too.

Halves and quarters

Use pages 30 and 37 in Way to Number 3 and page 18 in Way to Number 4.

General practice

Way to Number 3, pages 4 to 29 and 31 to 36 (much of this can be oral work but apparatus will still be used where needed). Way to Number 4, pages 25, 28, 32 and 34.

At the end of the Preparatory year, addition, multiplication and subtraction have been introduced using very small numbers and various ways of recording the work done. The signs $+$ \times $-$ should be understood and also the sign $=$ but the idea of place value, i.e. that a 2 might mean a 20 or a 200 depending on its place has not been mentioned though the child will, in fact, know this fairly well just from seeing numbers written down.

Apparatus has been freely used throughout the year and will continue to be used in the next class, Form 1B, for six-year-olds.

Mathematical apparatus

There should be as much variety in this as possible:

(a) A number track can be drawn or marked out on the ground so that the child jumps or steps forward or back while counting. It might also be drawn on a large

sheet of paper on a table and a toy soldier or animal moved in either direction.

- (b) Counters may be seeds, dried peas, buttons, beads, shells, used matchsticks or any other countable objects.
- (c) Cuisenaire rods can be useful in places in Let's Explore Maths. 1 but should not be bought specially for the purpose as any kind of block will do just as well. Early work in Mathematics should not be based on the rods unless the person doing the teaching has a thorough knowledge of the system and experience in using the rods.
- (d) Jars and boxes of various shapes and sizes are useful for getting across the idea of large and small, wide and narrow, tall and short, etc.
- (e) Cubes such as building blocks left over from the baby stage or big, square wooden beads are very useful.

If some commercially-produced apparatus is needed information may be obtained from Galt's, P.O. Box No. 2, Cheadle, Cheshire.

N.B.

1. For recording work done it is much better to make little booklets of a few pages than to use a thick exercise book which becomes tattered and dirty. These booklets should be home-made, sewn or stapled together with the outside cover made of gay wall-paper or gift wrapping paper.
2. If a child is obviously ready for Term 2's work before the first term is over he should not be held back. If this whole scheme of work is finished well before the end of the Preparatory year and the child is quite ready to go on apply to the School for the next stage of work, i.e. the one set for Form IB.

MUSIC (Choose suitable books from the following)

Singing

The Oxford Nursery Song Book edited by Dr. P. Buck (Oxford, 45p). The Puffin Song Book edited by Leslie Woodgate (40p).

Piano

Modern Course for the Piano by John Thompson (Chappell): Teaching Little Fingers to Play (30p): The First Grade Book (45p).

Ten Nursery Rhymes for Four Little Hands by E. Belchamber (Chappell, 21p); Ten More Nursery Rhymes for Four Little Hands (21p).

Try to provide plenty of music to listen to and do not feel that this must be 'children's music'. As with poetry children are often fascinated by the sound itself without troubling too much about meaning.

A variety of songs should be provided; a child should be as rich in the songs he knows as he is in stories. Parents who feel they need help from records might apply to E.M.I. Records Ltd., E.M.I. House, 20 Manchester Square, London, W.1., for their leaflet giving details of records for children (nursery rhymes, singing games, traditional songs, etc.).

ART & CRAFT

Something to Do by Septima (Young Puffin, 25p). This is an excellent book containing ideas for things to make, games to play, verses, simple recipes, information about pets and natural history. The seasonal activities are based on the British seasons and weather but even these sections could be of interest to the child living abroad.

Freedom to experiment and improvise is more important at this stage than neatly executed, finished productions. Self-confidence and ingenuity are to be encouraged.

Art work should be large and bold, using crayons, pastels, charcoal, chalks or powder paint on big sheets of sugar paper if this is available; large brushes should be used with the powder paint. If possible, allow the children to paint standing in front of a small easel or improvised support for a drawing board and encourage them to walk away and look at their work from a distance. Allow plenty of opportunity for purely imaginative work and for illustrations of stories heard in class.

Craft work should be simple and usually finished in one lesson. Few children at this stage are able to remain interested in a piece of work that has to be left aside for a few days or perhaps a week until the next lesson.

Suggestions:

1. Work with torn, coloured paper: — the child makes pictures with paper instead of paint; pieces of paper can be large or small and might be torn from pictures in magazines, adverts in newspaper colour supplements, etc. This does not mean that these pictures are cut out whole or that parts of them—flowers, birds, ships, etc.—are chosen because of what they represent. These magazines are used just for the sake of providing pieces of coloured paper for the child to use. Gummed or un-gummed coloured paper may be bought from school

stationers but it is expensive and the colours are often harsh and glaring. Magazine pictures and adverts can be very subtle in colouring and often make use of a wide variety of shades. When a child is used to working with torn, coloured paper he can begin to cut some pieces if he finds this more useful for his purpose. For this provide round-ended scissors that really can cut—blunt so-called 'baby scissors' are a waste of money. A child should not begin this kind of work by cutting as this leads to too much fiddling about trying to cut out the right shape and not enough concentration on the picture as a whole.

2. Collage work:—this makes use of cloth, seeds, twigs, wool, etc., as well as paper and paint to build up a picture or pattern.
3. Modelling with clay—or, if this is not available, a mixture of 2 parts of plain flour to 1 part of salt plus a table-spoon of powdered alum (from the chemist) and enough water to make it firm for modelling. This mixture will harden and can be painted.
4. Modelling with plasticine which does not harden and can be used repeatedly: one colour plasticine is preferable. If several colours are used the effect is very streaky when they are mixed together as they are bound to be when the child wants to destroy what he has made and begin again. Some disadvantages to plasticine are that it cannot be painted and some children strongly dislike the smell and feel of it.

PHYSICAL EDUCATION

This should be largely free play and out-of-doors whenever possible. Ideas for games are to be found in *Something to Do*—see Art & Craft section. Swimming, dancing, climbing (i.e. scrambling round and exploring the neighbourhood) are all valuable ways of making use of a child's energy.

THE PNEU SCHOOL

For members of the PNEU only

The Programmes are for use with pupils of the School only and
must not be lent.

Address: The Principal, The Parents' National Educational Union
School, Murray House, Vandon Street, London, SW1H 0AJ.

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life
and good literature"— Dean Colet

BOOK SUPPLIES

All books, stationery and materials for art and craft may be ordered by post from The Academy Bookshop, 7 Holland Street, Kensington, London, W.8. A fifth of the cost of the books should be added for packing and postage and to cover the continual rise in prices.

Minimum postal charge is now 25p; it will be necessary to charge this on all orders less than £1.25.

Metal badges (copyright) should be ordered from the PNEU Office (18p each, including postage, or £1.88 per dozen).

Woven badges and colours are copyright. Apply for price list to Harrods, Ltd., Brompton Road, London, SW1X 7QX.

PRINCIPLES

All the work in the PNEU School is based on the principles and method of Charlotte Mason. A good introduction to these is The Story of Charlotte Mason by E. Cholmondeley (PNEU, 45p).

METHOD

Time-table

Children of five still need plenty of quiet growing-time and as much out-of-door life as possible. Daily lessons should be regular but informal and the time-table regarded only as a flexible guide to a well-assorted arrangement of activities, free play and quiet story times.

Reading, Writing and Mathematics lessons should never

last longer than 15 minutes and, in the early stages, 10 minutes will be enough. Story time should be no longer than 20 minutes and may be much shorter.

The following plan of work offers a suitable variety of organised occupations for each day: it should be noted that Reading, Writing and Mathematics are never taken consecutively. Extra time has been allotted to Art & Craft because it is suggested that the child helps to prepare the materials for a lesson and learns to clear them away afterwards. At least 10 minutes will be spent doing this so that the actual lesson time will be 15 to 20 minutes, depending on the interest the child shows.

Monday—	morning:	Religious Knowledge (15 minutes) Reading (15 minutes) Break for play, rest, milk, etc. (1 hour) Art & Craft (30 minutes) Mathematics (15 minutes)
	afternoon:	Geography (15 minutes) Writing and Writing Patterns (15 minutes) Singing Games (15 minutes)
	morning:	Religious Knowledge (15 minutes) Mathematics (15 minutes) Break for play, etc. (1 hour) Art & Craft (30 minutes) Reading (15 minutes)
Tuesday—	morning:	Religious Knowledge (15 minutes) Mathematics (15 minutes) Break for play, etc. (1 hour) Art & Craft (30 minutes) Reading (15 minutes)
	afternoon:	Tales (20 minutes) Writing (10 minutes) Nature Walk
	morning:	Reading (15 minutes) Poetry (15 minutes) Break for play, etc. (1 hour)

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Thursday—	afternoon:	Mathematics (15 minutes) History (15 minutes) Music (15 minutes) Break for play, etc. (1 hour)
	morning:	Writing and Writing Patterns (15 minutes) Art & Craft (30 minutes) Religious Knowledge (15 minutes) Mathematics (15 minutes) Break for play, etc. (1 hour)
	afternoon:	Singing Games (15 minutes) Reading (15 minutes) Tales (15 minutes) Writing and Writing Patterns (15 minutes) Outdoor Geography (20-30 minutes as required)
Friday—	morning:	Religious Knowledge (15 minutes) Reading (15 minutes) Break for play, etc. (1 hour)
	afternoon:	Art & Craft (30 minutes) Mathematics (15 minutes) Music (15 minutes) Writing and Writing Patterns (15 minutes) Games (15 minutes)
	morning:	Religious Knowledge (15 minutes) Reading (15 minutes) Break for play, etc. (1 hour)

Record of Work Book

A daily Record of Work Book must be kept, showing the length and content of each period. It should be available for inspection by any officer of the local education authority. The children's work should be dated.

Report

The Report Form (N) sent with the programme should be filled in and returned to the Principal for comments and

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suggestions after the first ten weeks of work.

The Report should indicate:

- (a) the exact stage reached in the basic subjects and the child's facility in dealing with them
- (b) progress made in the other subjects and the child's attitude towards them
- (c) a specimen time-table for a normal day's work.

Before the end of the Preparatory year a second report will be required. The reports may be submitted at any time during the year, provided that each one represents a term's work (about ten weeks).

A term's notice is required if a pupil is not going into IB—the form for 6-year-olds.

SYLLABUS

RELIGIOUS KNOWLEDGE

The Bible: any edition. *Life of Jesus in Pictures* (31 pictures by H. Copping) (Lutterworth, 30p). *Picture Stories of the Old Testament* series by H. Copping and H. Coller: Books 9 to 14 (Lutterworth, 10p each).

Select suitable Bible stories. In the Old Testament choose those the Child Jesus would have heard from His Mother. Recommended for reference: *The How and Why Wonder Book of the Old Testament* (Transworld, 20p). In the New Testament use for illustration *Life of Jesus in Pictures* or some similar book where Christ is portrayed with dignity and strength.

Method

1. Before telling the story look at the appropriate picture or pictures to give the background of the land and people of Palestine with their homes, occupations, animals and simple nomadic life.
2. Tell the story in language the child will understand; then, if you wish, read the account from the Bible.
3. After the reading or telling encourage the child to talk about it and, if the subject is suitable, to draw a picture of the incident and explain his drawing afterwards. Sometimes there can be a link with Craft and a simple model will be a better illustration than a picture.

Modern Translations of the Bible: The Revised Standard Version of the Bible (Fontana, 52½p). The Jerusalem Bible—School Edition (Darton, Longman & Todd, £1.50). New English Bible (Oxford & Cambridge Press, £2.20).

Reading

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The Happy Venture Reading Scheme (Oliver & Boyd)
Introductory Stage:

- Fluff and Nip (19p)
- Fluff and Nip Workbook (15p)
- Hide and Seek (19p)
- Library Books 1-5 (29p the set)

Stage One:

- Play Time (25p)
- Play Time Workbook (15p)
- Story Time (25p)
- Library Books 6-10 (30p the set)

Stage Two:

- Our Friends (27p)
- Our Friends Workbook (15p)
- Saturday Play (27p)
- Library Books 11-15 (36p the set)

Use of the Scheme

The Happy Venture reading scheme combines whole word recognition with phonic work so that each approach reinforces and supplements the other.

Reading Readiness: spend 3 to 4 weeks on activities designed to enrich the child's stock of words and ideas and stimulate an interest in learning to read: useful activities are:

- (a) keeping the nature diary
- (b) listening to and repeating rhymes
- (c) listening to stories and talking about them
- (d) making sure of the colours to be used in the early Workbooks
- (e) making and talking about scrap books and news books
- (f) visual discrimination practice — leading the child to point out differences or similarities in pictures
- (g) practising left to right eye action by following a story in a series of pictures, e.g. in good comics, Tintin books, etc.

It is necessary for a child to know the words he meets in a book if he is to be able to read it. Meeting too many unknown words destroys his confidence in his ability to master the reading process. (Of course it does no harm to have the odd word here and there that he has to puzzle out for himself or be told.) At the end of each Reader and Playbook there is a list of all the new words it introduces

with an indication of the page where each occurs for the first time. These lists are very useful when you are preparing games to teach the words he is going to meet. The Workbooks are an important part of the scheme, not just a spare-time activity. Their use should be supervised as carefully as that of the other books so that the child gets the best out of them.

Repetition is essential for acquiring reading skill. It occurs in the Readers (in Fluff and Nip each word is repeated about a dozen times) and the Workbooks supplement this by a variety of activities which are all forms of repetition.

Suggested method for using the scheme

1. Begin with the Fluff and Nip Workbook, discussing and colouring the first picture and introducing the characters by name. Then take several lessons to cover pages 3—7 reading the directions aloud to the child.
2. Begin reading Fluff and Nip, pages 5-9; because of the previous use of the Workbook the child should know the first six words in the word list at the end of the book. The next six words, a, dog, I, see, run and to can be introduced as they occur — he will probably know some of them already—and then they are fixed in the mind by following the reading of pages 5-9 with pages 8-10 in the Fluff and Nip Workbook.
3. Teach the new words for pages 10-15 in Fluff and Nip (those in the second column of the list at the end of the book) by any or all of the following ways:
 - (a) Word matching—where two identical sets are made of the words to be learned—one for the parent and one for the child. Words might be printed with a felt pen on pieces of card. The parent displays a card and says the word carefully; the child has to find a matching card in his set and read the word from it.
 - (b) Word collecting—using cards as for the above but with a hole punched in the corner of each. Only one set is necessary. The cards are spread out and read aloud several times by the parent who gathers them up between each reading. The child then spreads them out and tries to read them, keeping all those he has read correctly on a key-ring or something similar.
 - (c) Word Snap—a version of the card game using the cards made for (a). When both child and parent play the same word instead of calling "Snap!" the word

on the card must be called. The one who calls first wins the cards already played as in the original game. The child should not win all the time but should win often enough for his interest to be kept alive.

In all of these activities make use of other words besides those you are trying to teach and choose these from the section of the book he has already read so that there are familiar old friends among the strangers; this will give extra confidence.

4. Read pages 10-15 in Fluff and Nip and then consolidate by working through pages 11-17 in the Workbook. Then re-read Fluff and Nip from the beginning to page 15.
5. Teach the new words for pages 16-23 in Fluff and Nip. Read this section of the book. Consolidate by pages 18-25 in the Workbook. Re-read Fluff and Nip pages 10-23.
6. Teach the new words for pages 24-31 in Fluff and Nip. Read this section and then consolidate by pages 26-32 in the Workbook. Re-read Fluff and Nip pages 16-31.
7. Read the Playbook, Hide and Seek. Prepare the words if the child is having any difficulty in remembering but if he is picking up words quite easily try reading it without preparation. There are fewer new words than in the Reader; the same word but beginning with a capital letter is treated as a new word because this is how it seems to some children.
8. Try reading pages 2-6 in Play Time (Book 1) without preparing the new words and then consolidate with pages 3—6 in Play Time Workbook. If it is clear that two new words to a page are too much for the child to cope with easily then prepare each section before he attempts to read it. Each section might be about five or six pages. The relevant pages in the Workbook are now usually the same numbers as those in the Reader.
9. Phonic work can begin with Play Time. Up to now the child has been learning whole words by sight but now sounds are stressed for a while. While Play Time is being read, play games that train sensitivity to sounds, e.g. "I spy with my little eye something beginning with . . ." using the initial sound of the word not the alphabetical name of the initial letter. Making up little rhymes can be useful too. These can be on the lines of:

This is Pat;
He has a cat
And it is fat.

10. When about half of Play Time has been read the idea of

families of words all having the same sound can be introduced. These can be found at the end of the book (pages 35-39). Take only one phonic group at a time to prevent confusion. Begin with the 'a' sound in cat and ask him to find other words that sound like cat. He might print 'at' on a card and then try other cards with consonants on them to give an initial sound to 'at' and make a genuine word.

11. When Play Time is finished go on to Story Time (Playbook 1) and then Our Friends (Book 2) with Our Friends Workbook and Saturday Play (Playbook 2).

Happy Venture Library Books

These little booklets are available for each stage of the scheme. They use only the vocabulary the child has already met in the Readers and Playbooks and are useful for giving further practice to a child who is having some difficulty in remembering words. They are also a help for children who make better progress if things are done at a rather slower pace.

General Approach to Teaching Reading

The following points should be noted:

- (a) Children must be allowed to work at their own speed. They vary greatly in the rate at which they master reading skills and make progress best in a relaxed, happy atmosphere. If the Second Stage of the scheme has not been completed in Prep. Class it can become part of the work in the next class, Form 1B.
- (b) Games and activities are useful but they are only aids. If a child is impatient with them their usefulness is over. It should be kept in mind that children learn to read best by reading, i.e. by dealing with continuous material. There is prestige value in a 'real' book, together with the realisation that progress is being made when a new book is begun.
- (c) A child who has read all the material of the scheme up to and including Saturday Play and is clearly able to progress further without any sense of strain should not be held back. If this happens the School will supply information about the rest of the scheme when requested to do so.

POETRY (Choose from the following books)

Blackwell's Junior Poetry, Book 1 edited by E. Owen (35p).

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The Puffin Book of Nursery Rhymes collected by Peter and Iona Opie (25p).

The Young Puffin Book of Verse edited by Barbara Ireson (25p). Happy Landings: poems chosen by Howard Sergeant (Evans, 25p). Come Follow Me: poems for the very young (Evans, 35p).

Nursery rhymes are found in this list because a wide vocabulary is essential before a child is ready to read and the traditional rhymes are very rich in word content. Book 1 of Blackwell's Junior Poetry is specially recommended for introducing a child to the world of poetry. The verses included are varied in character; some might be considered difficult for a child of this age but it is inadvisable to choose easy verse all the time. Many children are able to enjoy the sound of a poem while not fully understanding the meaning. Here, as in Tales and Music, it is better to aim high than to give the child material that is too babyish.

WRITING

Everyday Writing, Book 1 by Ruth Fagg (U.L.P., 21p). Teacher's Book (50p).

The Everyday Writing scheme aims at teaching children a clear, simple handwriting where the letter shapes are made from patterns based on natural rhythmic movements with no unnecessary strokes or loops.

Writing materials

There should be a variety of these; 3B and 2B lead pencils, wax crayons, coloured pencils, chalks, pastels and felt pens may all be used.

At first paper should be plain so that patterns and letters may be made in the size suited to the child's developing skill. When the shapes of the letters have been mastered, single guide lines should be used. Care must be taken to see that the child understands the positions of stemmed and tailed letters (h, f, g, p, etc.) on the line.

Posture

The writing position should be well-balanced and relaxed. It can be said that good writing begins with the feet. Placing the feet straight—if possible flat on the floor—influences the whole posture.

- (1) The child should sit up well. A tendency to lean too far forward must be corrected at once; if it persists the child's sight should be tested.
- (2) The pencil or crayon must be held lightly. If there is a

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tendency to grip it and press hard with the index (first) finger there should be some practice using only the thumb and second finger. Then when the index finger is made use of again it is seen to be necessary only for balance.

- (3) The pencil must not rest in the 'valley' between the thumb and the index finger; it should be in a more upright position.
- (4) The forearms should be supported by the writing table; elbows are held slightly away from the body so that there is ease of movement.
- (5) Writing is a free movement of the whole hand and arm not just a movement with the tops of the fingers while the arm is kept rigid.
- (6) As the writing or pattern progresses down the paper it is the book or sheet of paper that moves up and not the child's position that alters.

Left-handed children

A child who is decidedly left-handed should not be expected to change over to using the right hand. The notes about materials and posture all apply but some extra points should be watched.

- (1) The arm is moving towards the body instead of away from it with a consequent tendency to cramp and tiredness. To combat this effect see that the page or sheet of paper is slightly to the left of centre on the table so that there is plenty of room for the arm to move towards the body.
- (2) The writing hand sometimes covers the work already done and causes smudging. To avoid this the pencil or crayon should be held $1-1\frac{1}{2}$ inches from the point and not allowed to fall back into the 'valley' between the thumb and first finger.
- (3) There is a tendency to more tension in writing than with right-handed children. This leads to too strong a grip on the writing instrument; for dealing with this see Posture (2) and make use of plenty of pattern work.

Pattern-making

This should precede formal work in printing the letters. A young child scribbles long before he attempts to make any letters and pattern-making uses this tendency and guides it so that letters like u, m, w, e, c, i and l emerge from the scribble as a continuous line of one repeated letter. Patterns should be large to begin with— $1\frac{1}{2}$ to 2 inches—

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and made with chalk, large crayons or felt pens on large sheets of paper. The point of the pattern work is to make use of a child's sense of rhythm so that when he progresses to linked script it will be easier for this to be rhythmic and even. While making a pattern a child might say aloud a suitable rhyme or repeated phrase to help him keep to the rhythm.

When he begins to form letters and words these should be copied from the book; no effort should be made to link up letters. It will be enough of an effort for the child to form letters well.

Pattern-making will continue—but as a parallel activity. The child may consider forming letters a 'lesson' and pattern-making just a game so long as there is a consistent effort to improve the patterns all the time—making them more fluent and even and varying the size.

It must be stressed that perfection of letter formation and absolute regularity in patterns is not to be expected. The aim is that the child learns to form his letters in the correct way, i.e. does not start in the wrong place or work backwards, and that he enjoys the rhythm of pattern-making.

TALES (Choose from the following books)

More Stories to Read and to Tell: chosen and edited by Norah Montgomerie (Bodley Head, £1.80).

Dear Teddy Robinson by Joan G. Robinson (Young Puffin, 20p).

More about Teddy Robinson by Joan G. Robinson (Young Puffin, 20p).

Ponder and William by Barbara Softly (Young Puffin, 20p).

Ponder and William on Holiday by Barbara Softly (Young Puffin, 20p).

The Adventures of Sam Pig by Alison Uttley (Faber, 30p). Milly-Molly-Mandy Stories by Joyce L. Brisley (Young Puffin, 25p).

Magic in My Pocket by Alison Uttley (Young Puffin, 25p). Stories are chosen because they are considered to be of real literary merit and will read aloud well. Favourite stories may be repeated and the child may 'tell back' a story—or part of a story in the case of the long, continuous ones—if he wishes to do so. If he paints an illustration to the story encourage him to tell about this.

The PNEU Library service is available for members, at home or overseas, who wish to use it. An initial deposit of at least £2.00 must be sent for postage.

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The catalogue, of over 3,500 books, has a key which gives some indication of the age for which each book is suitable, but the Librarian is willing to choose the books if the age and tastes of the child are given.

Overseas members may keep the books a month from the date of arrival. Books are sent out regularly each month. Home members may keep the books a month but may change them as often as they like within the month. Another consignment is sent by return.

Two books (for each child) may be borrowed at a time. Further particulars may be obtained from the Librarian at PNEU headquarters in London.

HISTORY

Days before History by E. G. Hume (Blackie, 59p) preceded by **The How and Why Wonder Book of Dinosaurs** (Transworld, 20p)

Or followed by **Children through the Ages** by E. G. Hume (Blackie, 75p).

The book on dinosaurs is recommended for boys. Girls tend to prefer the other book but there is no reason why a little girl who finds dinosaurs fascinating should not have the book about them.

When the book on dinosaurs is used parents or teachers might help with model making by twisting wire into the required shape; the bodies can then be built up by the child using newspapers and cold water paste or some modelling material which will take paint afterwards.

The 'something to do' sections of **Days before History** on pages 23, 33 and 53 contain many suggestions for activities, drawings and models. The final one on page 62 rounds off the book by describing how a model of a Lake Village might be made.

In **Children through the Ages** the suggestions for activities are to be found at the end; 'something to do and think about' — pages 164-168. These are only meant as suggestions and the more inventive child who has other ideas should be encouraged to follow them up.

GEOGRAPHY

Looking at Other Children by J. & D. Gadsby (Black, 49p) This book is well illustrated and each reading of a story should be preceded by a discussion of the pictures to be found in it. Let the child ask questions and try to link the pictures up with something in his own experience.

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As in History, painting and model making, or dressing up and pretending to be one of the people he has heard about, can help a child to understand and enjoy the lessons. Reading from the book should be supplemented by plenty of outdoor observation, studying the district where the child is living. The lie of the land, how the people live and work and the connection between these can be explained to the child as far as he is able to understand.

It must be remembered that a child of this age is so small that physical features of the landscape seem to be enormous and he is so inexperienced that the outside world needs to be interpreted for him before he can 'see' it. Left to himself it will merely bewilder him and he will concentrate his attention on the small things around him. Modelling physical features — mountains, islands, valleys, rivers, etc. — in a sand-tray or in the garden is useful because while playing with this small-scale landscape he is learning to 'see' these features when he meets them in the outside world.

NATURE STUDY

(for pupils in U.K.)

Looking at Nature, Book 1 by E. Proctor (Black, 49p). **Seven Animals, Seven Trees, Seven Pond Creatures, Seven Birds** by E. Johnson (Blackwell, 53p set of four).

Or (for overseas pupils)

More Animals from Everywhere by Clifford Webb (Warne, 90p). **How and Why Wonder Book of Wild Animals** (Transworld, 20p). **Seven Wild Animals, Seven Insects, Seven Reptiles, Seven Sea Creatures** by E. Johnson (Blackwell, 53p set of four).

For suggestions for nature work out-of-doors see **Let's Go Out** by M. Gladding (PNEU, 10p).

1. Find and name wild flowers; watch animals and birds.
2. Make flower, bird and insect lists—use large sheets of paper on the schoolroom walls.
3. Keep a nature diary, using a **Nature Note Book** (15p) for brushwork paintings (not pressed flowers) and notes dictated by the child. The nature diary may be sent in with either the first or second report.

Nature Study need not be limited to flowers, animals, birds and insects. It includes rivers and ponds with their fish: the sea if it is accessible: grasses, mosses and ferns: rocks of all kinds: the rainbow and clouds: the moon and stars: anything and everything that goes to make up the world of nature.

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Where living and growing things are concerned they should, whenever possible, be looked at in their natural surroundings and left there. Parents are in a position to encourage their children to admire without acquisitiveness, to respect living things and to revere their Creator.

Picking a few wild flowers to take home need not be discouraged—it is almost an instinctive action for a child—but breaking and pulling up growing things just for the sake of destruction should be very firmly discouraged.

A flower or fern that has been brought home can be used as a model for a painting in the nature diary. A child cannot begin too early using water colours and brushes for this work. Crayons and felt pens are less trouble to provide and they are excellent for other purposes (e.g. pattern work to help with writing) but they are not able to achieve the results possible with brush painting after some practice. Early efforts are bound to be very crude but the child is learning all the time.

Outlines of leaves, petals, etc., should never be drawn in pencil. All drawing is done with the brush and as soon as he can be taught to manage it a child should have a good quality brush which can be used for fine lines. Larger and coarser brushes can be kept for work in Art & Craft so that when he wants to cover large areas with colour he has a suitable instrument.

The child living abroad in an area where suitable reference books in this subject are difficult to find could be taught the local names for plants, birds and animals and try to describe what he has observed very carefully when he is dictating his notes.

MATHEMATICS

Let's Explore Mathematics, Book 1 by L. G. Marsh (Black, 56p).

The Way to Number, Books 1 to 4 by M. H. Austin (Holmes McDougall, 38p each).

Mathematical apparatus

There should be as much variety in this as possible:

- A number track can be drawn or marked out on the ground so that the child jumps or steps forward or back while counting. It might also be drawn on a large sheet of paper on a table and a toy soldier or animal moved in either direction.
- Counters may be seeds, dried peas, buttons, beads, shells, used matchsticks or any other countable objects.

- Cuisenaire rods can be useful in places in **Let's Explore Maths. 1** but should not be bought specially for the purpose as any kind of block will do just as well. Early work in Mathematics should not be based on the rods unless the person doing the teaching has a thorough knowledge of the system and experience in using the rods.
- Jars and boxes of various shapes and sizes are useful for getting across the idea of large and small, wide and narrow, tall and short, etc.
- Cubes such as building blocks left over from the baby stage or big, square wooden beads are very useful. If some commercially-produced apparatus is needed information may be obtained from Galt's, P.O. Box No. 2, Cheadle, Cheshire.

N.B. For recording work done it is much better to make little booklets of a few pages than to use a thick exercise book which becomes tattered and dirty. These booklets should be home-made, sewn or stapled together with the outside cover made of gay wall-paper or gift wrapping paper.

Suggested Scheme of Work

Term 1 (10 weeks)

Vocabulary

The child is introduced to a wide range of mathematical words. This does **not** mean words like addition, subtraction, plus, minus, etc., but words like:

big, bigger, biggest, large, long, wide, fat, deep
 small, smaller, smallest, little, short, narrow, thin, shallow
 a lot, more, more than, most
 a few, less, less than, least
 first, next, middle, next-to-last, last
 as many, the same, equal, level, enough, not enough
 heavy, light, the same weight,
 long time, short time, the same time
 above, below, between, among, up, down, high, low
 top, bottom, side, end, edge, corner, etc., etc.

Words like these, which express mathematical ideas, should be made use of deliberately in conversation as well as during activity work in Maths. time. Use pages 3 to 6 in **Let's Explore Maths. 1** and make up many other activities using the home and the neighbourhood for examples and

also making use of apparatus in activity lessons in the schoolroom.

Number symbols

Before written numbers are used it is necessary to get across the idea of twoness, threeness, etc. The idea of the number must come before the written symbol 2, 3 and so on.

Use pages 10 to 19 in **Let's Explore Maths. 1**, letting the child trace the shape of the big figure with the tip of a finger while saying what the figure contains.

Example: page 10—

While moving a finger down the figure one say—

one ball
one frog
one tree
one engine ONE

Then step up one (with a finger) on the number ladder. Then put one block (or button, seed or shell) on the table

ONE

N.B. If a child says instead:

one ball
one frog
one tree
one engine

FOUR things—or just FOUR

let him continue like this for the rest of the number pages, i.e. to page 19 because it means he has already grasped the idea of number symbols and wants to get on to the counting stage.

Whichever stage has been reached there should be practice in writing the number symbols 1 to 10—not sums, just numbers. These can be written fairly large—about an inch high and various writing instruments should be used: crayon, coloured pencil, felt pen, soft lead pencil, charcoal, etc. Figures should be as neat and well-formed as the child's control of the writing instrument allows. It is advisable to explain that there can be two forms of four — it can be 4 or 4.

Matching and making groups

Do lots of activities involving making groups all having the same number of objects, e.g. use egg containers (cardboard or plastic) or five or six small jars and put the same number of counters in each by one-to-one correspondence,

the method used when dealing out playing cards or laying a table—one for each place in turn.

Sometimes use one type of counting apparatus and sometimes use varying types and, if possible, varying colours and sizes, e.g. coloured beads and buttons used with seeds and shells.

If six counters have been put in each container empty the groups out, one at a time, and arrange it so that the groups vary in shape and layout though not in number. Once a child says firmly that there are SIX no matter how the shapes and colours vary and no matter how the group is moved around and changed the idea of abstract number is gained. As long as he is hesitant when colour or size or arrangement of the group alters he needs more practice but vary the activities as much as possible to avoid the danger of boredom.

For practice in this section use pages 3 to 16 in **Way to Number 1**.

By the end of the first term a fairly wide mathematical vocabulary should have been acquired and number symbols have become meaningful rather than mysterious. He should know that the size, shape, type or arrangement does not affect the number of things in a group—this can be altered only when something is added or taken away.

Term 2 (10 weeks)

Vocabulary work—revision and extension

Use pages 22, 23 and 29 in **Let's Explore Maths. 1** and make up other examples.

Playing with groups

See pages 24 to 26 in **Let's Explore Maths. 1**. Use blocks and counters of all kinds; sometimes mix the apparatus and sometimes use one type. This work should be recorded in the book for written work. Head the page 'groups of 4', 'groups of 9' and the child draws his groups to record them. Page 27 develops this group making to the forming of geometrical shapes (without using the word, of course). For this work apparatus of regular shape is needed. Blocks could be used for building up, used matches of even length for laying on the table or board to make shapes. Circular shapes could be grouped together or diamond shapes used for patterns.

For further practice with groups use **Way to Number 2**, pages 8 to 18.

Counting beyond 10

Look at the number ladder on pages 30/31 of **Let's Explore Maths. 1**. Begin by using this so that the child points to the rungs needed or moves up a counter. If there is room out-of-doors make a number track on the ground so that the child can step or jump on while counting. When some of this work is being recorded in the book explain that + is a short way of writing 'count on' and begin to use it.

The symbol 0

Use page 17 of **Way to Number 1** to explain 0 as a sign for no thing — nothing — emptiness. Show the child plenty of other examples; a box with no chocolates — 0 chocolates; a pocket with nothing in it — 0 things; an empty house — 0 people. To practise this use pages 18-27 in **Way to Number 1**.

Addition of groups

Use pages 34 and 35 in **Let's Explore Maths. 1** and make up further examples of addition of groups. The answers to the questions should be recorded in the child's book for written work and the sign + used.

The parts of 10

The 'story' of 8 on page 36 of **Let's Explore Maths. 1** leads to the parts of 10 on page 37. Play with the 'story' of 8 and then the 'stories' of 5, 6 and 7 as suggested. The parts of 10 on page 37 are important because our number system is based on 10. Use many activities to illustrate the parts of 10 until the arrangements of the numbers forming it are thoroughly known.

Revision

The Way to Number 1, page 28 to the end.
The Way to Number 2, pages 20 to 27.

By the end of the second term the child should be counting fluently, adding small groups of numbers together and using the + sign with understanding. There should be no mention of place value yet; 10 is 10 with no complication of carrying to the tens' column. Numbers used in written sums must be

Term 3 (10 weeks)**More vocabulary**

Use pages 32 and 40 in **Let's Explore Maths. 1** and make up lots of other examples.

Counting

More practice with the number ladder on pages 30/31 or with a number track. Large numbers can be managed orally this way.

Problems

Explain how different books show they want you to tell them something: **Let's Explore** and **Way to Number** both use a box in places and the latter often uses a large dot; it might also be * or a ?. It can be anything except a number because it means a number has to be found out. There should be written practice using various symbols to show a missing number is to be found.

Methods of recording work

In the book for written work use the vertical as well as the horizontal way of setting out, explaining that $2 + 2 = 4$ can just as well be

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

When the plus sign is used in vertical recording it is advisable to write in on the left because the Alpha and Beta Mathematics books used higher up the School put it in this position.

There might be some practice in changing sums recorded in one way to the same sum but recorded differently.

Multiplication

Turn to the counting on by 'giant strides' on page 41 of **Let's Explore Maths. 1**. Work through examples A and B. on this page and then make the pattern of numbers as suggested. Introduce the sign \times by explaining that it is quicker to write at the 6th step $6 \times 2 = 12$ just as it is quicker to say six times two is twelve than to say two and two and two and two, etc., etc. In this way write out the 2 times table but do not push the child to try to learn it by heart—some children will be eager but others would find it a worry. The child still has his apparatus to use to find the answer to a sum like $4 \times 2 = ?$ He can discover

the answer by making four groups of two and adding them. Or if he is fairly sure but not positive that $4 \times 2 = 8$ he has his apparatus to check the answer.

Take plenty of time over this stage. Introduce some multiplication by 3 and 4 but keep all numbers very small. Do practice from **Way to Number 4**, pages 14, 15, 21, 22, 23, 26 and 31; where there are addition sums on the same page point out the difference between the sign + and the sign \times . **More work with groups**

See pages 42 and 43 of **Let's Explore Maths. 1** for work with groups of 7. Make groups of 5, 6 and so on using the same kind of drawings.

Subtraction

Use the number ladder on pages 46/47 of **Let's Explore Maths. 1** first for addition revision—counting on—and then for beginning subtraction—counting back. Introduce the sign as being a quicker way of writing 'counting back'. $6 - 2 = 4$ is the same as 6 count back 2 comes to 4 and takes less time to write down. Mention too that people who do not understand English understand $6 - 2 = 4$. That these are grown-up signs used all over the world is an idea that interests many children.

No subtraction that involves a sum like 21

$$\begin{array}{r} 21 \\ - 7 \\ \hline \end{array}$$

is introduced yet; this is done in Form 1B.

Practice work can be from **Way to Number 2**, page 28 to the end; this will revise addition too.

Halves and quarters

Use pages 30 and 37 in **Way to Number 3** and page 18 in **Way to Number 4**.

General Practice

Way to Number 3, pages 4 to 29 and 31 to 36 (much of this can be oral work but apparatus will still be used where needed). **Way to Number 4**, pages 25, 28, 32 and 34.

At the end of the Preparatory year, addition, multiplication and subtraction have been introduced using very small numbers and various ways of recording the work done. The signs

+ \times - should be understood and also the sign = but the idea of place value, i.e. that a 2 might mean a 20 or a 200 depending on its place has not been mentioned though the child will, in fact, know this fairly well just from seeing numbers written down.

Apparatus has been freely used throughout the year and will continue to be used in the next class, Form 1B, for six-year-olds.

If a child is obviously ready for Term 2's work before the first term is over he should not be held back. If this whole scheme of work is finished well before the end of the Preparatory year and the child is quite ready to go on apply to the School for the next stage of work, i.e. the one set for Form 1B.

MUSIC

Singing

The Oxford Nursery Song Book edited by Dr. P. Buck (Oxford, 45p).

Piano

Modern Course for the Piano by John Thompson (Chappell): **Teaching Little Fingers to Play** (30p): **The First Grade Book** (45p).

Ten Nursery Rhymes for Four Little Hands by E. Belchamber (Chappell 21p): **Ten More Nursery Rhymes for Four Hands** (21p).

Try to provide plenty of music to listen to and do not feel that this must be 'children's music'. As with poetry, children are often fascinated by the sound itself without troubling too much about meaning.

A variety of songs should be provided; a child should be as rich in the songs he knows as he is in stories.

Parents who feel they need help from records should apply to the School for a leaflet which lists those available—music for movement, for the percussion band, nursery rhymes, singing games, traditional songs, etc. Overseas members may order records from: Export Department, Army and Navy Stores Ltd., 105 Victoria Street, London SW1E 6QX.

ART & CRAFT

Something to Do by Septima (Young Puffin, 25p).

This is an excellent book containing ideas for things to make, games to play, verses, simple recipes, information about

pets and natural history. The seasonal activities are based on the British seasons and weather but even these sections can be of interest to the child living abroad.

Freedom to experiment and improvise is more important at this stage than neatly executed, finished productions. Self-confidence and ingenuity are to be encouraged.

Art work should be large and bold, using crayons, pastels, charcoal, chalks or powder paint on big sheets of sugar paper if this is available; large brushes should be used with the powder paint. If possible, allow the child to paint standing in front of a small easel or improvised support for a drawing board and encourage him to walk away and look at his work from a distance. Allow plenty of opportunity for purely imaginative work and for illustrations of stories heard in class.

Craft work should be simple and usually finished in one lesson. Few children of this age are able to remain interested in a piece of work that has to be left aside for a few days or perhaps a week until the next lesson.

Suggestions:

1. Work with torn, coloured paper: — the child makes pictures with paper instead of paint; pieces of paper can be large or small and might be torn from pictures in magazines, adverts in newspaper colour supplements, etc. This does not mean that these pictures are cut out whole or that parts of them—flowers, birds, ships, etc.—are chosen because of what they represent. These magazines are used just for the sake of providing pieces of coloured paper for the child to use. Gummed or un-gummed coloured paper may be bought from school stationers but it is expensive and the colours are often harsh and glaring. Magazine pictures and adverts can be very subtle in colouring and often make use of a wide variety of shades. When a child is used to working with torn, coloured paper he can begin to cut some pieces if he finds this more useful for his purpose. For this provide round-ended scissors that really can cut—blunt so-called 'baby scissors' are a waste of money. A child should not begin this kind of work by cutting as this leads to too much fiddling about trying to cut out the right shape and not enough concentration on the picture as a whole.
2. Collage work:—this makes use of cloth, seeds, twigs, wool, etc., as well as paper and paint to build up a picture

3. Modelling with clay—or, if this is not available, a mixture of 2 parts of plain flour to 1 part of salt plus a table-spoon of powdered alum (from the chemist) and enough water to make it firm for modelling. This mixture will harden and can be painted.

4. Modelling with plasticine which does not harden and can be used repeatedly: one colour plasticine is preferable. If several colours are used the effect is very streaky when they are mixed together as they are bound to be when the child wants to destroy what he has made and begin again. Some disadvantages to plasticine are that it cannot be painted and some children strongly dislike the smell and feel of it.

PHYSICAL EDUCATION

This should be largely free play and out-of-doors whenever possible. Ideas for games are to be found in Something to Do—see Art & Craft section. Swimming, dancing, climbing (i.e. scrambling round and exploring the neighbourhood) are all valuable ways of making use of a child's energy.